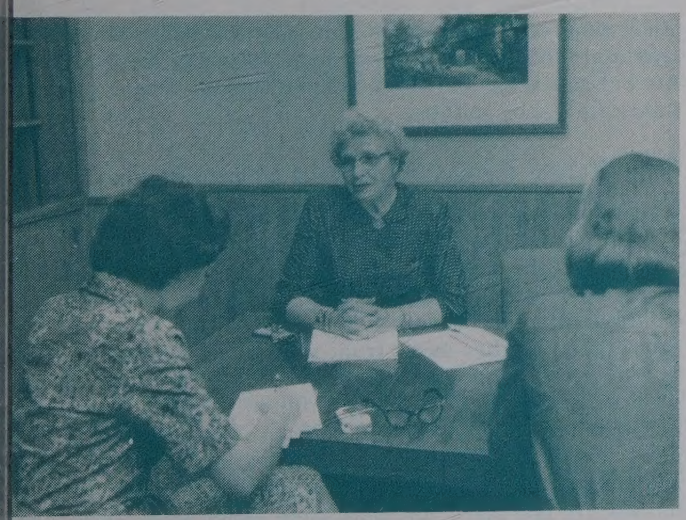
National Congress Bulletin

NOVEMBER 1960 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 28, NO. 3

Dear P.T.A. President:

THIS IS the month in which we shall be challenged to show that each one of our 47,000 local associations can make a valid and recognizable contribution to the guidance of children and youth. It is in this month that we shall hear over and over again that P.T.A.'s can make, and are making, every effort to provide suitable conditions for children's healthy growth. I know that each one of you will be seeking to contribute to this unprecedented national effort to create public understanding of, and inspire personal commitment to, a cause on which the future of our country may well rest. In these years of uncertainty we shall need a nation of adults whose inner composure and standards enable them to meet new demands with stability and strength. May your National Child Guidance Week observance (November 27–December 3) illuminate this noble concept.

» The fall state conventions are now in full session. I hope you have been able to attend yours. Through your experience there you have surely felt anew the strength of the parent-teacher organization, not only in your state but in all branches that are a part of this great National Congress. And I hope you have seen that what you do where you are and how you carry on your own work adds to the stature and effectiveness of our organization. If your state convention comes in the spring, do include in your budget funds for as large an attendance as possible. Remember, you are invited to the national convention, too.



» Upon Mrs. Parker's return from Amsterdam, the Netherlands, where she attended the meeting of the World Confederation of Organizations of the Teaching Profession, August 3–7, she was interviewed at the National Office by reporters from two Chicago newspapers. The major concern of the international meeting was the health of school children and their teachers.

» Earlier in the month than National Child Guidance Week comes American Education Week (November 6–12), and on each of the seven days we give marked attention to the theme "Strengthen Schools for the 60's." But like child guidance, the necessity for concern with our schools never ceases. Each succeeding week and month must unfold ways in which we can, through our zeal and influence, make them progressively more effective. I hope you are utilizing your P.T.A. meetings as forums for information about education and its needs. We are really, I believe, only on the threshold of discovering what education can do, supported by informed public interest, for our children and our country. The National Congress pamphlet "Looking In on Your School" can help you, in cooperation with your school administration, to find out what is taking place in your own school and how all of you, working together, can make it better.

» With which of the hundreds of other interests that you and I hold in common ought I to conclude this letter? I might report on the safety conference held recently by the National Congress of Parents and Teachers. At this conference we paused to realize that safety practices are often rooted in character, and that self-control and consideration for others can be a sure means of reducing accidents.

» Or I might recall some discussions at a meeting of the President's Council on Youth Fitness, where we reached the common conclusion that physical fitness is not isolated. Rather, it is interrelated with moral and spiritual and even intellectual fitness. If the one is to be achieved, all must be advanced.

» And there are many other matters I could touch upon, each bearing on the central focus of this organization: the welfare of our children and our youth.

» May you and your family have, as we say in mine, a glad Thanksgiving.

Sincerely yours,

Mrs. JAMES C. PARKER, President
National Congress of Parents and Teachers

Legislation Recommendations

For State Congresses • 1960–1961

THE following *suggested areas* for study and action involve *state and local legislation* rather than federal laws. Passage of sound state laws and local ordinances is but the first step, however. Interest should be sustained in order to ensure high standards of administration and enforcement.

Correlative Efforts for Child Welfare Legislation

• The Board of Managers recommends that state congresses work for the establishment of a state commission or council composed of representatives of state agencies and organizations concerned with the welfare of children and youth. Such a commission or council can be most effective in coordinating efforts to secure legislation needed to improve services for children and youth.

National Defense Education Act of 1958

• The National Defense Education Act of 1958 was passed by the Eighty-fifth Congress, and signed by the President. It is now Public Law 864.

The Act is a complicated one and to become effective will require study and action by state legislatures. State congresses have a particular challenge to create public understanding of the services offered by this law and to stimulate action necessary to implement its provisions without curtailing or jeopardizing present school programs.

Adoption and Guardianship of Minors

• Adoption is an important part of modern social process. More than half our states have emphasized this with new or amended adoption laws. Continuing concern with this problem is expressed by the Board of Managers of the National Congress through the recommendation that the legislation committee of each state congress continue careful review of the current and proposed state legislation for adoption and guardianship of minors.

Objectives of adoption laws should be to protect:

The child from unnecessary separation from parents, from adoption by unfit persons, and from interference in the adoptive home.

The natural parent from hurried decisions to yield a child.

The adoptive parents from hereditary defects of a child and from disturbance by the natural parents.

Inheritance rights of all adopted children.

Among the principles of adoption that help to achieve the above objectives are included:

Preservation of the child's identity without stigma.

Examination of adoption placements by a qualified social agency on behalf of the court.

Safeguarding the new parental rights by termination of the rights of the natural parents.

Adoption proceedings held in the home state of petitioners for adoption, in their local community, and in a court with jurisdiction over children's cases.

Court hearings and records held confidential.

Consent to adoption obtained from the natural parents or person or agency legally responsible.

Provision for trial period of adoptive residence, including visits by authorized agency representative.

The Board recommends further that the significant gains made in the legal bases and practices for adoption and guardianship of minors during the past decade be the basis for continued emphasis in this area.

Child Labor

• Federal control of child labor, which is administered through the federal Fair Labor Standards Act, applies only to industries engaging in interstate commerce or producing goods for shipment in interstate commerce. Other than this, each state makes and enforces its own child labor laws.

The federal Fair Labor Standards Act, as amended, gives the federal government authority to prohibit the employment of children under sixteen in any state while school is in session. The children of migrant workers present the greatest problem in this field. Eleven occupations have been declared hazardous for children under eighteen and are closed to them. There is no protection under this law for newsboys.

State congresses are urged not only to bring their state laws up to the standards of the federal Fair Labor Standards Act but also to be alert to defeat attempts to weaken existing state child labor statutes.

Child Welfare Among Agricultural Migrant Families

• Seasonal agricultural labor is important to the economy of many states, and the crops harvested by this labor force are vital to the health and welfare of the American people. It has been estimated that annually as many as one million children suffer the disadvantage of following the crops. Because their families move from state to state, these children fail to receive the education, health, safety, and welfare services available to resident children. They are generally not well accepted in the communities through which they pass, with the result that their education is sketchy, they are missed in immunization campaigns, their remediable defects are not cared for, they often suffer from severe malnutrition, and many are illegally employed. Even the limited services available to nonresidents often fail to reach them.

This complex problem requires study and teamwork for solution. The services of state departments of education, public health, and public welfare, and of state labor com-

missioners are involved as well as those of local communities and private agencies. Some cooperative arrangements with other states may be desirable.

It is suggested that state congresses study the situation of migrant children within their states, and that each congress work in cooperation with its state governor and appropriate agencies in developing programs to meet the needs of these children.

Educational Needs Beyond the High School

● *State congresses are urged to study the need for extending educational opportunities and facilities to include post-high-school and vocational schools and community and junior colleges, as well as institutions granting degrees; and to support legislation to meet the need.*

Juvenile Protection

● In seeking to improve protective services for children and youth, there are several areas in which every state should be concerned.

Juvenile Detention. The Board of Managers urges each state congress to study conditions under which juveniles are detained in court custody and then determine whether state or local legislation is needed to improve these conditions or more adequately protect the interests of the children and youth who are affected by the conditions.

The result of such a study should indicate whether better laws, better administration, or greater public understanding of the problem is needed in your state.

Protection from Undesirable Environmental Factors. Appropriate legislation may be needed to protect juveniles from undesirable environmental factors such as pornographic literature and materials, or the sale of switchblade or gravity knives.

Protection from Sex Offenders. The need for improvement and enforcement of laws for the protection of children and youth against molestation by sex offenders, with proper investigation and treatment of the offender, should be considered a challenge to the state congresses.

Narcotics Control. State congresses may find a great need to encourage state and local action to secure adequate state laws and county and local ordinances for the control of the drug traffic and the enforcement of such legal controls as now exist.

Library Services

● *The Library Services Act has been extended for five years. Public library service should be available to all on an equitable basis. State congresses may help create public opinion to secure the needed state funds to match federal funds.*

Safety

Community Safety. Community surveys should be undertaken to the end that appropriate legislation may be enacted to safeguard children from hazards such as plastic bags, unused wells, abandoned buildings, iceboxes and other airtight chests, unprotected quarries and pits, and irrigation ditches in residential areas.

Fire Prevention. Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in efforts toward fire prevention, such as the following:

Strengthening and enforcing fire prevention laws.
Strengthening and enforcing fire prevention provisions of building codes.

Control of the Sale or Use of Fireworks. Federal legislation that prohibits transportation of fireworks into any state in which sale or use of fireworks is prohibited by state law does not affect state laws regulating the manufacture, sale, use, or possession of fireworks. It is intended, rather, to strengthen state statutes where they already exist.

Traffic Safety. Because of the ever increasing number of highway traffic accidents, the Board of Managers recommends that each state congress work for:

Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically, mentally, and emotionally fit to drive and fully aware of his responsibility to the public as the operator of a motor car.

Enactment of modern, comprehensive, and uniform traffic laws and ordinances based on the Uniform Vehicle Code and the Model Traffic Ordinance.

Requirement that all owners of motor vehicles carry such public liability and property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Provision of budget and personnel organization adequate to enforce laws governing traffic safety.

Enactment of legislation for driver education, an ever increasing need. *State congresses should also be energetic in supporting and increasing any legislation already in effect, and be alert to any efforts to decrease funds appropriated for its support.*

School Lunch

● State funds to match federal funds for the school lunch program should be appropriated by state legislatures. State congresses should exercise their influence in securing these funds.

Compulsory School Attendance Law

● *State congresses are urged to be alert to any plan to lower the age limit in the compulsory school attendance law.*

"Diploma Mills" and So-called Colleges

● *State congresses should be aware of the evils of "diploma mills" and the ease with which "unethical groups" may secure a charter for a so-called college. Where these are proposed or found to exist, state congresses should be prepared to do all in their power to help abolish such dishonest practices.*

Italics are used throughout to indicate new or reworded material.

LET'S MAKE IT 12,000,001 IN '61!

IT'S A GREAT ORGANIZATION!

A Dramatic Sketch for Founders Day

TIME: Approximately seventeen minutes

CHARACTERS: Nine

SCENE: A street (in a city, village, or suburb) or a country crossroad

("Man on the street" interviewer walks in, center stage, with a microphone, which may be real or improvised.)

INTERVIEWER: Hello, everybody! It's interview time! This is the "man on the street" who brings you interviews with citizens in your community. Today is a special occasion. It's Founders Day, the P.T.A. birthday, and I'm going to ask P.T.A. questions. I've been reading up on the P.T.A., and I can tell you there's a lot to learn about this great organization. Let me give you a few brief pointers.

Contrary to the way most organizations have developed, the national organization came first—before the state congresses and the local associations. The National Congress of Mothers, as it was known then, was organized in 1897 by Mrs. Alice McLellan Birney and Mrs. Phoebe Apperson Hearst. They were two wonderful, farsighted ladies who wanted to secure for every child in this country of ours what they wanted for their own children. The *(your state)* Congress was organized in *(date)* and now has more than *(number)* members in *(number)* associations. There's a lot more I could tell you about the parent-teacher organization, but here comes a very good-looking young woman, and I want to interview her. *(Stands to one side of the mike so that others may use the opposite side.)* Good morning, Madam. I'm the "man on the street" interviewer. Will you permit me to interview you?

PRESCHOOL MOTHER: Well, yes, I guess so.

INTERVIEWER: Fine! My first question is: Do you belong to a parent-teacher association?

PRESCHOOL MOTHER: No sir, I don't, but my sister does. She has three children in school.

INTERVIEWER: Then you know what a P.T.A. is. Good! But why aren't you a member too?

PRESCHOOL MOTHER: Heavens! *(Laughs.)* My baby is only three. I'll join when he starts school.

INTERVIEWER: That won't be long. Well, thanks for the interview anyway. *(Continues as the young woman moves off.)* You know, I know something that young woman should know. Some P.T.A.'s have preschool sections and study groups for young mothers and for the fathers too. She should join one of those. She could get a lot of sound, useful information about child development. *(Speaks to a woman coming nearer.)* Good morning, Madam. Would you mind stepping up to the mike and telling our radio audience who you are and what your occupation is?

P.T.A. PRESIDENT: My name is Mrs. _____, and I'm a homemaker. *(Hesitates.)* Right now, though, I think I should say my occupation is being the president of the _____ P.T.A.

INTERVIEWER: President of the _____ P.T.A.! Boy, oh boy! What luck! You're just the person I want for an interview. You like P.T.A. work, I imagine, or you wouldn't be the local president. You called it your occupation. Is it hard work, being an officer of a P.T.A.?

PRESIDENT: Oh, no, not *hard* work. As an officer I promised to give a fair portion of my time to parent-teacher work, and I love my job! But you can't be a good officer and just let things happen. You have to plan with your executive committee so there's system to your work and a real need for what your P.T.A. does. You also have to plan a budget to finance the association's work. Our program chairman and her committee always have a program booklet, describing the whole year's program, ready for distribution in September or not later than the October meeting. Really, Mr. "Man on the Street," I could talk for an hour about the P.T.A.! *(Laughs.)*

INTERVIEWER: I know you must be a good president. You're so interested in your work. But let me ask you another question. What's your program this year?

PRESIDENT: Our theme for the year is _____. Next month our subject for discussion is _____ *(gives title and method of presentation or speaker).*

INTERVIEWER: Say, that sounds interesting, Mrs. _____. I'd like to attend some of your meetings.

PRESIDENT: You're certainly welcome to come. Anyone interested in the children and youth of our community is cordially invited to our parent-teacher meetings. *(Begins to move away.)*

INTERVIEWER: Thanks, Mrs. _____. I'll accept that invitation, and thanks again for the interview. Ah! here comes a man. Good morning, sir. Will you answer a question or two? I'm the "man on the street" and I'd like to interview you.

MAN: Sure. What are the questions?

INTERVIEWER: Are you a member of a P.T.A.?

MAN: Yes, I am.

INTERVIEWER: How many fathers belong to your association?

MAN: Quite a few, but not half as many as should belong, I can tell you that!

INTERVIEWER: I take it you believe men have a part to play in this parent-teacher business?

MAN: Sure, they have. Aren't we half of the parent combination? Fathers are as interested in their children as mothers are. A father may be pretty busy making a living for the family, but he has a part to play in rearing the children.

INTERVIEWER: What suggestions can you make to interest more men in the P.T.A.?

MAN: Well, first of all, if you want men to come, more meetings should be held in the evening. It may be all right to have a Fathers' Night once a year, but we're fathers the rest of the year too!

• This lively sketch was contributed originally as a membership skit by the Illinois Congress of Parents and Teachers under the title *I Love My Job.* We are grateful to the Illinois Congress and the authors of the script for permission to adapt it for use at Founders Day meetings and to print it in the *National Congress Bulletin.*

(Pauses.) Another thing—I think if the men are put to work, they're more interested. And there's plenty of work to do. I'd say, put men on committees; make them officers and chairmen. A man who's active in parent-teacher work makes a mighty good member because he's interested in what he's doing. I have a brother who's president of a rural P.T.A. Half the members of that association are men. They go right along with the women and do their share of the work. I'm telling you they have a fine P.T.A. there, and they have lots of good times, too.

INTERVIEWER: I can see you're an interested member. Have they put you to work?

MAN: *(Laughs.)* Sure. I'm on the recreation committee this year. We're planning a family fun night in the gym in March. There'll be games and stunts, and the men will serve refreshments afterward. Why don't you come?

INTERVIEWER: Thanks, I will.

MAN: *(Moving away.)* Fine! I'll be looking for you.

(A very self-important, stern-looking woman appears.)

INTERVIEWER: Good morning, Madam. May I interview you?

LADY: *(Sharply.)* If it doesn't take too much time.

INTERVIEWER: It won't, I'm sure. What's your occupation, Madam?

LADY: I'm married, and I keep house for my husband and my fifteen-year-old daughter.

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• This striking billboard in Greensboro is one of many that are stimulating interest in the P.T.A. among North Carolina residents. They are featured as a part of the vigorous publicity program planned and launched last fall by the state congress' public relations committee, three members of which are shown here: from left, John Harden, James Middleton (billboard designer), and Gomer Lesch.

© Jim Wommack

INTERVIEWER: What other interests do you have?

LADY: Oh, I do a little reading now and then, but I have no time for frills, young man.

INTERVIEWER: Er . . . do you belong to a high school P.T.A.?

LADY: I should say not! I don't need anyone to tell *me* how to rear my daughter.

INTERVIEWER: Do you ever have any problems you'd like to talk over with the parents of your daughter's friends?

LADY: *(Snaps.)* I don't have a problem daughter. What *I* say goes in my house! Is that all, young man?

INTERVIEWER: Er . . . yes. Thank you, Madam. *(Wipes his forehead with his handkerchief as she leaves.)* She may not have a problem daughter, but boy! has that daughter got a problem mother! That lady really ought to belong to the parents' study group that the high school P.T.A. sponsors as a parent education project. And someone ought to sell her a subscription to the *National Parent-Teacher* magazine. *(A young lady in a white uniform approaches.)* Here comes a nurse. Let's see what she says. Good morning, Miss. May I interview you? *(She nods.)* Do you know what a P.T.A. is?

NURSE: I should say I do! I'm working with several on their program of continuous health supervision.

INTERVIEWER: What's that?

NURSE: It's a project to make sure that children and youth have regular, periodic medical and dental checkups from birth through adolescence, with follow-ups to see that any defects are taken care of.

INTERVIEWER: My, that sounds like a lot of work.

NURSE: It is, but of course it's tremendously important for the health and fitness of children and youth.

INTERVIEWER: I can see that. Thanks for the interview. *(Nurse moves on.)* Here comes a high school student. Hello there! How would you like to be interviewed?

STUDENT: I wouldn't mind. Might be fun.

INTERVIEWER: Great! Now, here's the first question. Do you know what a parent-teacher association is?

STUDENT: Sure I do. My mother's publicity chairman of our P.T.A. I help her make posters, so I have to know about P.T.A. work.

INTERVIEWER: You furnish some of the ideas, do you?

(Continued on page 6)

(Continued from page 5)

STUDENT: Right. Actually our P.T.A. is a P.T.S.A.—a parent-teacher-*student* association. Four of us high school students are on the executive committee, and the other committee members are pretty nice about asking for our views and ideas. The president says she wants youth's reaction. *(Laughs.)* Guess we give it to her! It's given us a better idea, too, about what our parents and teachers do for us. You know they really do a great job.

INTERVIEWER: Could you mention something definite the P.T.A. has done for high school students?

STUDENT: Yes. *(Describe your own program if you like.)* For one thing, the student aid committee helps out financially with small grants and loans for lunches, carfare, or books so that students can stay in school. And this year the recreation committee is sponsoring recreational activities for us—in competition with the taverns!

INTERVIEWER: Say, that's great! Do the young people enjoy themselves?

STUDENT: We sure do! It's the best!

INTERVIEWER: Thanks a lot. Looks like a high school P.T.A. is a mighty good thing for young people. *(Student moves on as a school principal approaches.)* Good morning. You look in a hurry, but would you answer a few questions for our "man on the street" interview?

PRINCIPAL: *(Man or woman, with script changes as needed.)* Of course. What would you like to know?

INTERVIEWER: Well, let's start with your name and occupation.

PRINCIPAL: I'm _____, principal of the _____ School.

INTERVIEWER: Glad to have you on our program, Mr. _____. Tell me, do you have a P.T.A. in your school?

PRINCIPAL: I'm very glad to say we do.

INTERVIEWER: Would you say that a P.T.A. benefits the principal and teachers of a school?

PRINCIPAL: Yes, I would. A P.T.A. sets the stage for good home-school-community relations. The best known educators in our country support the parent-teacher movement and give it their heartiest cooperation. As a principal, I want the parents of our students to know the school and the teachers. I want them to understand our educational aims and the curriculum. It helps us, as teachers, to meet the parents personally.

INTERVIEWER: Do you think the attitude of the principal has much to do with making a good P.T.A.?

PRINCIPAL: Yes, definitely. Meeting parents in the school building to discuss problems affecting their children, both at home and at school, is an excellent way to recognize our common interests and get the results for children that we all want.

INTERVIEWER: You're not afraid, then, that parents will want to run the school?

PRINCIPAL: Not at all. That's an outdated notion that died long ago. The P.T.A. gives teachers a golden opportunity to tell how the educational program functions in the life of the child. Parents today want to know how the home can assist and supplement the school's program, and how parents and teachers can cooperate to the best advantage of each child.

There's one more thing I'd like to say. P.T.A.'s have worked consistently for constructive school legislation and better schools. P.T.A. meetings give parents, teachers, and citizens of the community equal opportunity to discuss school legislation, school problems and needs, and the educational program.

INTERVIEWER: No wonder educators realize the value of the parent-teacher association!

PRINCIPAL: They should! It's a great organization, and I'm for it. By the way, the National Congress of Parents and Teachers puts out some fine publications well worth your reading—the *National Parent-Teacher: The P.T.A. Magazine*, for instance, and the booklet *Looking In on Your School*. You'll find them on the parent-teacher bookshelf in the public library.

INTERVIEWER: I know. Well, thank you very much, Mr. _____, for your enlightening interview. *(Pauses.)* I'd certainly call him a progressive principal, wouldn't you? Here comes a friendly-looking lady. Guess I'll try a different approach with her. Good morning, Madam. I'm the "man on the street" interviewer. Would you tell me why you're a P.T.A. member?

MEMBERSHIP CHAIRMAN: I'd be happy to. There are five good reasons. Here's one: "To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education."

INTERVIEWER: Wait a minute! You said that right off as though you knew what you were talking about. Are you an officer of the P.T.A.?

MEMBERSHIP CHAIRMAN: No, but I'm the membership chairman. I was quoting one of the five Objects of the parent-teacher organization. They're the same for all associations, all state congresses, and the National Congress. They're printed on the back of the membership card. *(Takes a card from her purse.)* See? Are you a member of a P.T.A.?

INTERVIEWER: Say, I'm the one to ask the questions! Now you're interviewing me. *(Both laugh.)*

MEMBERSHIP CHAIRMAN: But you're interested in children and youth, and *want* to be a member, don't you? Good. Our dues are _____ cents a year. I'll sign your membership card right now. What's your name? *(She takes dues and gives him a card.)* There! That's your all-inclusive membership card. Now you're a member of the National Congress, the _____ Congress, and the _____ P.T.A. Congratulations. Oh, wait. *(Takes program from purse.)* Here's a program for the year. Tonight is our Founders Day meeting. I'll be looking for you. I'll introduce you to our principal and teachers and other members. See you this evening at eight o'clock.

INTERVIEWER: Now, I'm asking you, ladies and gentlemen of the radio audience, who interviewed whom? *(Pauses.)* You know, I'm really sold on this P.T.A. idea. I'm *going* to that meeting tonight. I'm interested, and who knows, I may become a very active member. Why, I might even be president some day. *(Looks admiringly at his membership card and the program.)* Boy, it's a great organization. And this is a great day—Founders Day. Happy birthday, P.T.A., and many of them!

▶ REPRINTS of the Founders Day material in the October 1960 *National Congress Bulletin* are available from your state office.

NATIONAL CHILD GUIDANCE WEEK

November 27—December 3, 1960

What it is

National Child Guidance Week is the opening move in a nation-wide cooperative endeavor to meet realistically the problems of delinquency and emotional disorders among America's children and youth.

It will inaugurate a long-range, comprehensive program, prepared during the past five years by the nation's most experienced and respected professional leaders in all fields concerned with children, to develop more effective means not only for coping with such problems but more especially for preventing them. The program will concentrate on:

- **Increasing our knowledge of children's emotional development, needs, and problems.**
- **Helping parents to utilize present knowledge.**
- **Improving the effectiveness of professional education and training for those who will work on behalf of children.**
- **Expanding the corps of professional personnel available for such work.**
- **Promoting parent-scientist teamwork in dealing with problems of delinquency and emotional disorders and in guiding all our children toward healthy, happy, productive lives.**

Why it is necessary

Every year appalling numbers of children are handicapped by emotional disorders or trapped in the web of delinquency. These related problems are two of the most complex, serious, and costly now confronting the nation. Experts agree that their solution will require long-term, intense scientific effort and parent-scientist cooperation.

When it is

Observance of the first National Child Guidance Week will start on Sunday, November 27, and continue through Saturday, December 3, 1960.

Who is involved

National Child Guidance Week is sponsored by the American Child Guidance Foundation, which was created by leading businessmen and authorities in psychology, medicine, psychiatry, education, religion, law, social sciences, and other fields.

The National Congress of Parents and Teachers, other voluntary and professional organizations, and many large business corporations are cooperating with the Foundation on National Child Guidance Week and this long-range preventive program.

State congresses and P.T.A.'s will be quick to see that this notable national effort reinforces their Action Program, "Strengthening the Home, Source of Our Nation's Greatness." All will want to participate in every possible way.

AIDS FROM THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

During the fall the parent-teacher organization has published in its official magazine, the *National Parent-Teacher:*

- **An introductory article explaining National Child Guidance Week, its scope and significance.**
- **A message from Mrs. James C. Parker, president of the National Congress of Parents and Teachers, highlighting the importance of the Week.**
- **Articles on child guidance by noted specialists.**
- **Study-discussion program guides containing ideas and resource materials for P.T.A. parent education groups and for regular P.T.A. meetings as well.**

In addition, chairmen of national standing committees have sent to state congress presidents and appropriate state chairmen letters containing information and program ideas.

ACTIVITIES AND EVENTS FOR THE WEEK

The Week will be observed throughout the United States. There will be national, state, and local activities and programs.

Special programs will be presented by P.T.A.'s and other groups.

Institutes will be held for professional personnel in major cities.

At your November P.T.A. meeting allow time for an announcement about National Child Guidance Week. Explain the purposes of the observance, and describe the scheduled activities. (Consult the introductory article in the September *National Parent-Teacher* for details.)

Send news stories about your plans for the observance to newspapers and radio and TV stations. Be sure to give them the time and place of your meeting. Prepare posters and exhibits for display in store windows and libraries.

SUGGESTIONS FOR P.T.A. PROGRAMS AND PROJECTS

Your P.T.A. can promote National Child Guidance Week by planning special child guidance programs and activities for November and December.

Since National Child Guidance Week launches a long-range program to prevent emotional disorders and delinquency, the ideas offered here can be used any time in the future. There are no time limits for presenting information or starting projects on child guidance. The needs are ever present.

(Continued on next page)

• Discussion Panel: Strengthening Child Guidance in Our Community

Invite a panel of parents, educators, and civic leaders to discuss the need for improved guidance of children's behavior and personality growth. Ask them (1) to describe the resources available in the community to help home and school in this task and (2) to suggest resources that should be established or expanded—for example, parent education groups, school guidance and counseling services, a family counseling agency, a mental health clinic.

• Group Interview: Doctors' Views on Guiding Children's Growth

Recruit several physicians (a pediatrician, internist, school physician, public health officer, psychiatrist) and some psychologists or educators to be interviewed by the audience in a question-and-answer meeting. As each member of the audience enters, give him a 3 x 5 card and ask him to write a question on it.

Allow the audience about four minutes to write their questions. Then have them collected and sent to the platform. Ask one of the program participants to screen the questions and another to serve as moderator.

Let each expert, when he is introduced, make a brief statement on the role of parents in guiding behavior and healthy growth. After the moderator has interviewed the experts on the questions, give each one two minutes for a concluding statement.

• Magazine Review Panel: Guidance from the P.T.A. Magazine

Ask four parents and/or teachers (preferably those who have been members of a study-discussion group) to review a selected number of articles and program guides that have appeared in recent issues of the *National Parent-Teacher*. Each one should select six to eight important ideas from his reading and present them on a symposium program entitled "Timely Tips on Child Guidance from the P.T.A. Magazine."

Keep the program lively by having each of the panelists give a brief, brisk description of one idea, and then go around the panel in turn until all the ideas have been presented.

Invite members of the audience to supply other timely tips. Later invite them to join P.T.A. study-discussion groups that are using the *National Parent-Teacher* courses.

• Audience Survey: Child Guidance Resources That Families Need

At a P.T.A. or public meeting, poll parents on the child guidance or mental health resources they believe that families need. Building on parents' keen desire to be better parents, ask them to check a no-signature questionnaire on the community resources that should be available to help parents in their task of guiding children. Tell them that the information compiled from the questionnaire will be given to state and local education and mental health authorities to help them plan for the future.

The questionnaire might take the form of a list of mental health services under such headings as Educational Services, School Mental Health Services, Other "Prevention" Services, and Community-wide Clinical Services.

More specific services and agencies would be listed under each heading—for example, psychological testing, increased vocational and educational guidance, school psychologists, and school social workers under School Mental Health Services.

Help in preparing the questionnaire will be available from many people—physicians, social and mental health workers, school staff, and personnel in public health, education, and welfare agencies.

As the audience enters, give each person a questionnaire, asking him to defer answering it until the program starts. Then have one speaker or several speakers from the state or local mental health agency or association give brief descriptions (two minutes or less) of each of the community services listed on the questionnaire (educational, preventive, counseling, clinical). Invite the audience to check the services they think parents need. Next ask them to circle the three of these that are most urgently needed.

During a coffee break or another number on the program, tabulate the circled items. Report the results to the audience. Then transmit them to the heads of appropriate state and local agencies, explaining that these are the resources that parents in your community believe are necessary and asking what can be done to secure them.

This program not only informs parents about community resources but also paves the way toward concrete action to secure needed services and facilities.

• Film Festival: Understanding Our Children

Present a festival of films or plays on child guidance or mental health under the general title "Understanding Our Children" or "Guiding Our Children's Behavior."

In the November 1960 issue of the *National Parent-Teacher* you will find a descriptive list of selected films for use at P.T.A. meetings.

After you have previewed and selected appropriate films or plays, show them at a P.T.A. monthly meeting or a special meeting. Follow the showing with discussion. To secure films and competent discussion leaders, consult state or local education departments or mental health agencies and associations. The audio-visual departments of colleges and university extension services are also good sources.

• Group Presentation: Child Guidance in Our School

Organize a group presentation by three or four educators based on "Child Guidance in Your School," by William G. Hollister, M.D., chairman of the National Congress Committee on Mental Health, in the October *National Parent-Teacher*. Ask a principal, a teacher, and a guidance counselor or another member of the school staff to discuss the presentation as a panel, describing how your school's programs of guidance, instruction, health, and special education contribute to children's mental and social health.

• P.T.A. Ideas Unlimited

Every P.T.A. has program resources among its own membership and in its own community. Survey your own resources, discover your riches, and invent your own projects and programs. Share your ideas and successes with your state congress so that others can benefit from them.

Plan now for an informative, challenging observance of

NATIONAL CHILD GUIDANCE WEEK
November 27–December 3, 1960

P.T.A. BULLETIN BOARD

BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S AND THEIR FOUNDERS DAY ACTIVITIES

- **TO PROMOTE "WORLD-WIDE" INTEREST** in P.T.A. work, the Sunny Heights Elementary School P.T.A. (Indianapolis, Indiana) invited to its Founders Day meeting a group of foreign allied officers who were in training at Fort Benjamin Harrison. In a panel discussion four of the officers explored the differences between schools in their own countries and the U.S. schools they had visited earlier that day. Most of these men had never before had a chance to meet with a parent-teacher group.

- **"INFORMATIVE, YET ENTERTAINING"** was how the audience rated the Founders Day program put on by the men of the Schalm P.T.A. (Clawson, Michigan). "Special guests who were flown in" for a mock telecast, "This Is Your Life, Alice Birney," helped the "honor guest" develop her story of the parent-teacher organization and its founding. Enlightening, also, were the two "commercials" that explained the P.T.A. emblem and the Objects.

- **THE MEN WERE STARRED** when the Chicora High School P.T.A. (Charleston, South Carolina) observed Founders Day. The skit they put on, "What P.T.A. Means to Father," was published in *Founders Day 1957*.

- **BY DEVELOPING ITS THEME,** "The P.T.A.—A Vital Force in the Community," for its anniversary program, a Utah Congress unit provided the community with a clearer picture of the P.T.A. working in a nation-wide partnership to improve the welfare of children and youth.

- **FUTURE TEACHERS** as well as past P.T.A. presidents are honored when the Lake Council (District 26, Illinois) holds its annual Founders Day observance. Each member unit selects students from its school as guests, generally seniors who want to teach or members of the school's Future Teachers of America group. Program planners keep in mind that all the Founders Day messages must be geared to the entire audience—parents, teachers, and young adults.

- **"LIVING PICTURES"** at the Riverdale P.T.A. (North Dakota) Founders Day meeting sketched in details of P.T.A. action through the years since the national organization was founded. Credit for the original script goes to the local unit's Founders Day committee.

- **AT THE FOUNDERS DAY DINNER** hosted by the Scotia-Glenville Council (New York), each of the seven member P.T.A.'s awarded a state life membership to an outstanding citizen in the community, thereby increasing state scholarship funds for future teachers.

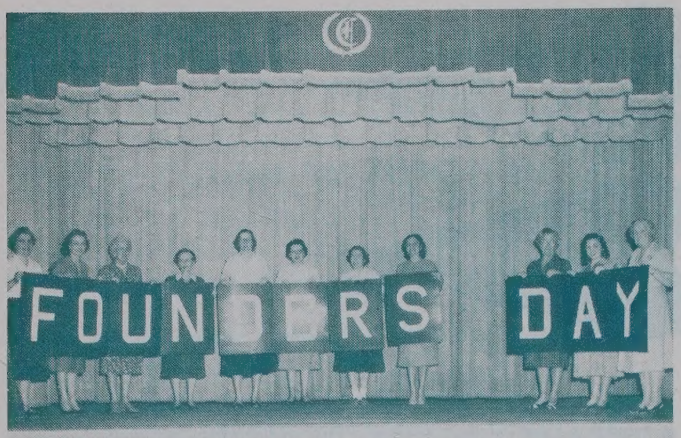
- **GIFT-RECEIVING IDEA:** The old-fashioned cash register that one unit placed near its refreshment table proved to be an effective collector of Founders Day gifts as well as a source of merriment. Members and guests who operated the cash drawer to deposit and register their gifts also found they were setting off an old-time bell-ringing mechanism.

- **EMPHASIZING FOUNDERS DAY** as a time for evaluation, Mrs. T. O. Chewning, a Virginia regional vice-president, offered this suggestion in the state bulletin: "At your Founders Day meeting pass out slips of paper [and pencils], and ask each member to state briefly which of the year's P.T.A. programs and projects he considers most worthwhile and to give the reasons for his opinions. Then provide everyone with an opportunity to make suggestions as to how the P.T.A. can be more effective."

- **"SPEAKING OF CHILDREN,"** the skit by Bonaro W. Overstreet that appeared in the October 1959 *Bulletin*, was adapted by a Maine unit to its own needs and presented in its Founders Day program. To round off the local story, the unit also projected colored slides taken in the school and invited members and guests to speak up about the needs and problems of children in the community.

(Continued on next page)

• The Wheelock P.T.A. (Keene, New Hampshire) marked the 1959 P.T.A. anniversary with a buffet and program in the school gym, to which state officers, past P.T.A. presidents, and members of the Keene College faculty were invited as special guests. Two skits helped to develop the program—one on "Why Go to P.T.A. Meetings?" and the other on "right and wrong" methods of promoting the "National Parent-Teacher: The P.T.A. Magazine."



• Parents and teachers of the Central School P.T.A. (Rock Hill, South Carolina) introduced their interesting and varied Founders Day program with a special acrostic, shown in the top picture. In the lower picture is the cast that dramatized the far-reaching influence of the P.T.A. idea in a skit titled "P.T.A. Around the World."

• **THE LIST OF P.T.A. ACHIEVEMENTS,** displayed on a flannelboard during an Oregon unit's Founders Day meeting, set the scene for buzz groups analyzing the topic "Carrying Out the P.T.A. Objects."

• **FATHERS SERVED** as the greeters and hosts for the Founders Day gathering held by the Thornton Junior High School P.T.A. (Akron, Ohio).

• **IN A TRIPLE-FEATURE OBSERVANCE,** the Seattle Council (Washington) honored the Founders, celebrated its fiftieth anniversary, and gave "A Salute to Our Classroom Teachers."

• **FROM "RADIO STATION P.T.A. 1960"** the Matthew A. Tinley School P.T.A. (Council Bluffs, Iowa) "aired" an original skit for its Founders Day audience. Registering "the voices" of Mrs. Birney and of the Past, the Future, and the School, the cast narrated the ever impressive story of the founding and growth of the parent-teacher organization.

• **SPEECH CLASS STUDENTS,** who debated the question "Are Today's Teen-agers Prepared for Parenthood?" in the Dixie Heights High School P.T.A. (Kenton Hills, Kentucky) Founders Day meeting, supplied parents and teachers with ample food for present and future thought.

• **PAST P.T.A. PRESIDENTS AND SCHOOL PRINCIPALS** were honored on Founders Day by the Berkeley Terrace P.T.A. (Irvington, New Jersey). The parent-teacher objectives and the meaning of Founders Day were explained by the past presidents, and two plaques, one listing the former principals and the other the former presidents, were presented by the principal of the school to the P.T.A. president. These two reminders of distinguished service were to hang near the main entrance of the school.

• **THE FOUNDERS DAY TOPIC** chosen by the Washington Elementary School P.T.A. (Gallipolis, Ohio), "What Teachers Expect of Parents and What Parents Expect of Teachers," was thoughtfully explored by two teachers and two parents in a panel presentation.

• **"OUT OF THE HAT BOX"** came the unusual equipment used by the Linda Vista P.T.A. (San Lorenzo, California) to build up its Founders Day pictures of P.T.A. events and activities. The hats of marked vintage—a sailor hat of straw, a picture hat, a cloche, a turban, and a pillbox—helped their wearers make graphic introductions to the various parent-teacher eras they were to discuss.

• **TO INCREASE PUBLIC UNDERSTANDING** of the parent-teacher program, the Shawnee Mission Area Council (Kansas) observed the P.T.A. anniversary by producing "Your Town and the P.T.A.," a skit designed to show how opinion of the P.T.A. is shaped by many people and many activities. The council also displayed publicity books and other items that pointed up the programs and projects carried on by its 44 P.T.A.'s.

• **FORMER PRESIDENTS,** honored by the Douglas School P.T.A. (St. Paul, Minnesota) during its Founders Day program, described the goals and details of P.T.A. projects carried on during their terms of office.

• **THE PUPPET PLAY** "Mister Facts," published in the 1956 *Founders Day* pamphlet, delighted everyone who participated in the Prescott P.T.A. (Lincoln, Nebraska) Founders Day meeting.

• **A TELEVISION FORMAT** helped the Giles Elementary P.T.A. (Beaumont, Texas) combine its Founders Day tribute with a recounting of the P.T.A. story: As program participants brought to light significant facts about the school and the parent-teacher organization—local, state, and national—they also revealed "secrets" that helped the audience identify the recipients of state life memberships.

• **LOOKING TOWARD THE FUTURE** and at the same time implementing its theme, "Future Teachers for Our Children," the Portsmouth Council (Ohio) provided its P.T.A.'s with a Founders Day viewing of *Not by Chance,* a film that dramatizes the importance of careful preparation for the teaching profession. The council paid the film rental and, in the week following its own showing, made the film available to local units, schools, and civic organizations.

Greetings and Meetings at National Headquarters

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Neighbors Drop In

● As participants in a Pennsylvania State University special education project, a group of twenty-four Latin American men and women visited the National Congress Headquarters last summer to get a first-hand view of that typically American organization, the P.T.A. The project, now in its fourth year, was set up by the International Cooperation Administration "to train experienced Latin American school administrators without a knowledge of English in a new philosophy of elementary school supervision."

Here Mrs. Cora Barron (second from right) of the National Office staff welcomes five of the visitors. Left to right: Mrs. Adelina de Rosales, Nicaragua; Elpidio Concepcion, Dominican Republic; Angela Javaloyes, Paraguay; Carlos Astiz (interpreter), Argentina; Richard R. Renner, director of the project.

A College That Is Going Places

● Recently a big chartered bus equipped with a loudspeaker discharged its capacity load of passengers at the National P.T.A. Headquarters. All these visitors were members of a 17-day Studycade, scheduled by the "College in the Country" and headed toward the Great Lakes and Canada.

The adult education movement that has come to be known as the "College in the Country" grew out of the needs expressed by residents of rural areas served by West Georgia College, Carrollton, Georgia. So successfully has the program filled the needs that, since 1949, it has spread out into many neighboring communities, both rural and urban. Twice a month participants meet to discuss wide-ranging topics—art appreciation, family relations, great poetry, atomic power, to name a few. The meetings are carefully planned, and are guided by professional educators and qualified lay leaders from schools, service organizations, and state agencies. The Georgia Congress of Parents and Teachers is an active cooperating agency.

Studycades are an especially popular facet of the program. These are study tours to nearby and far-away places of historical or cultural interest. The tour that included Chicago was directed by Collus O. Johnson, associate director of the College in the Country, and former citizenship and international relations chairman of the Georgia Congress.

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Handled with Care

● "Dear Friends: With deep gratitude we acknowledge the receipt of your Bookshelf containing 75 Bengali Books and these books will help to add the knowledge of the reader members of our association and they will remain ever grateful to the donors of CARE for this help."

So reads a letter intended for all P.T.A.'s and addressed to the National Congress. It was written by Niva Chakraborty, an instructor in the Silpasree Sangha School in West Bengal, India. With Miss Chakraborty's letter came this picture of Silpasree Sangha boys and girls; a list of questions about American children, such as "Do your children cry when disallowed to play?" and a cloth on which the children had carefully hand-embroidered their expression of appreciation: "Grateful to National Congress of Parents and Teachers, Donor of CARE."

P.S. The questions were answered.

The Crusade's First Decade

• The Crusade for Freedom, which beams radio programs from the free world to the Iron Curtain countries of Eastern Europe, was ten years old last Labor Day. During that period it has been established as the most effective means of breaking the Communist news monopoly in five satellite countries. Each week its broadcasting network, Radio Free Europe, reaches millions of people with almost 3,000 hours of news, entertainment, and information.

About nine tenths of the radio programs escape jamming by the Soviets—mainly because they are broadcast on several frequencies. Letters that reach Radio Free Europe from listeners in Communist-dominated countries indicate that this is the most popular network in the majority of those countries.

Every year more than 7,000 news stories about America are teletyped from New York to the central newsroom in Munich, which processes and compiles some 350,000 words of news and information a day. The backbone of all the programing is news—17 per cent straight news, 7 per cent press review, and 23 per cent political commentary.

The 78,000,000 people who listen to the broadcasts come from every segment of society—workers, teachers, housewives, students, farmers. Many are especially grateful for the programs of religious services, broadcast to Communist-dominated countries in which freedom of worship is denied.

A Good Word from Japan

• One of the first two Japanese P.T.A. leaders to visit this country under our government's auspices in 1950 was Mrs. Asa Tokunaga of Yokosuka, Japan. Vice-president of the Japanese parent-teacher organization, she was brought here to learn how P.T.A.'s carry on their activities. She returned to Japan full of both knowledge and enthusiasm. Since then, she writes Mrs. John E. Hayes, past National Congress president, she has been continuously active in both local and prefectural (state) P.T.A. work. Mrs. Tokunaga lectures frequently on home and school problems and has taught classes in leadership training.

▶ THE ENTIRE AMOUNT authorized by the Library Services Act, passed in 1956, has been appropriated by the United States Congress for the first time. Funds were to be available for the year that began July 1, 1960.

P.T.A. PARLEY ON SAFETY

← Mrs. P. D. Bevil, national chairman of the Committee on Safety, with Ira B. Rogers, Automotive Safety Foundation, at the final session of the conference.

For two days, September 24 and 25, state congress safety chairmen from across the country, state presidents, and national officers met in Chicago to exchange ideas and gain new insights into new safety needs and new aspects of old needs. Called by the National Congress and planned under the leadership of Mrs. P. D. Bevil, national chairman of Safety, the conference stressed the importance of developing a positive attitude toward safety and of providing necessary laws to make safer homes, communities, and highways. Some of the details of the fruitful discussions will appear in future issues of the *Bulletin*. Meanwhile here is a quick glance and a few conference high lights.

The program opened with a stirring address, "Developing a Safety Conscience," by James L. Malfetti, executive officer of the safety research and education project at Teachers College, Columbia University. It closed with a lively summary by Ira B. Rogers, director of the education and rural division of the Automotive Safety Foundation. Other nationally known experts took part in panels and symposiums on traffic safety, home safety, and school safety.

The close link between the work of the safety committee and that of other standing committees was clearly shown in the symposium entitled "The Concerns of Other National Congress Committees in the Field of Safety—What Can Be Done?" led by Mrs. Clifford N. Jenkins, first vice-president. Chairmen taking part in this discussion were Mamie J. Jones (Exceptional Child), Mrs. C. Wheeler Detjen (High School Service), Mrs. Fred L. Bull (Legislation), and Mrs. Daniel W. Richardson (Preschool Service).

An especially practical feature of the conference was a two-and-a-half-hour meeting at which the state safety chairmen and Mrs. Bevil hit hard at how best to carry out their diversified safety activities.

√ CHECK YOUR CALENDAR

National Child Guidance Week, November 27—December 3. See pages 7 and 8 for further information.

Human Rights Day, December 10, the anniversary of the adoption of the Universal Declaration of Human Rights. Information and aid for human rights programs are available to P.T.A.'s from the U.S. National Commission for UNESCO, Washington 25, D. C.

Founders Day 1961, February 17.

1961 National Congress Convention, May 21—24, Kansas City, Missouri.